

# Exploring Arizona's Biotic Communities

## *Lesson 2: Biotic Communities Vocabulary*

### **LESSON OVERVIEW**

Students identify unfamiliar vocabulary, complete a word study guide, and play a vocabulary game.

### **SUGGESTED GRADE LEVELS**

- 6 – 10

### **ENDURING UNDERSTANDINGS**

- Context clues in readings can often help when encountering unfamiliar words.

### **OBJECTIVES**

Students will:

- Be able to define and use vocabulary words.

### **ARIZONA DEPARTMENT OF EDUCATION STANDARDS**

Grade	Reading	Writing	Social Studies
6	S1-C4-02; S1-C4-05	None	None
7	S1-C4-02; S1-C4-05	None	None
8	S1-C4-02; S1-C4-05	None	None
9	S1-C4-02; S1-C4-05	None	None
10	S1-C4-02; S1-C4-05	None	None

*Note: The full text of these standards can be found in Appendix A.*

### **TIME FRAME**

- 2 days (45 minutes each day)

### **MATERIALS**

- “Exploring Arizona’s Natural Resources” access (Web site or CD is available at [azgfd.gov](http://azgfd.gov))
- *Vocabulary Study Guide* (At least two per student – double-sided)
- *Biotic Communities Crossword* and *Crossword Solution* (one of each per student)
- Teacher-generated lists of vocabulary words from reading
- Dictionaries



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### TEACHER PREPARATION

- Preview the “Explore Arizona” section of the “Exploring Arizona’s Natural Resources” Web site or CD, and select appropriate unfamiliar vocabulary words in the Biotic Communities readings. These will vary depending upon grade level. If you prefer, students can use the words that they encountered while reading in the previous lesson.
- Make copies of *Vocabulary Study Guide* and *Biotic Communities Crossword* for each student.
- Obtain dictionaries.

### SUGGESTED PROCEDURES

1. Share the list of key vocabulary terms from the “Explore Arizona” section of the Web site or CD with your class. Students may also add any words from the previous lesson.
2. Each student identifies any unfamiliar terms on the list.
3. Students read the passage and complete the vocabulary study sheet for words they identified as unfamiliar. Be sure to indicate that an “expert” might be the dictionary, teacher, parent, or other resource.
4. Students form two-person teams and share their vocabulary study information, adding to or correcting their own with help from their partner.
5. In the same teams, students choose four of the words and create a drawing or charade that will help them remember the definitions of their words.
6. When completed, two teams join to create a group of four.
7. Without revealing what the word is, one team presents their charade or drawing. The other team must try to guess the word.
8. The team that correctly identifies the other team’s four words wins! Offer the winning team hard candy or some other small reward.
9. Students turn in their *Vocabulary Study Guide* as well as their drawings or descriptions of their charade skits.
10. Hand out crossword puzzle for further review.

### ASSESSMENT

- *Vocabulary Study Guide*
- Drawings or descriptions of charade skits.
- Crossword puzzle
- Vocabulary quiz

### EXTENSIONS

- Rotate students through several different groups until they have learned all of the words.
- Assign students to specific words to ensure that all words are used in the game.



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## ***Appendix A: Arizona Department of Education Standards – Full Text***

### **Reading Standards**

<b>Grade</b>	<b>Strand</b>	<b>Concept</b>	<b>Performance Objective</b>
6	1	4 – Vocabulary	2 – Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast) 5 – Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available
7	1	4 – Vocabulary	2 – Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast) 5 – Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available
8	1	4 – Vocabulary	2 – Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast) 5 – Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available
9	1	4 – Vocabulary	2 – Infer word meanings from context (e.g. definition, example, restatement, comparison/contrast, cause/effect) 5 – Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available

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### Reading Standards Continued

Grade	Strand	Concept	Performance Objective
10	1	4 – Vocabulary	2 – Infer word meanings from context (e.g. definition, example, restatement, comparison/contrast, cause/effect) 5 – Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available



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## ***Appendix B: Worksheets and Overheads***

The pages that follow contain the worksheets listed below:

- A. *Vocabulary Study Guide* – Worksheet for students to use as they determine the meaning of new vocabulary words presented in the reading (1 page)
- B. *Biotic Communities Crossword* – Additional method to review some of the vocabulary words (1 page)
- C. *Biotic Communities Crossword Solution* – The answers to the crossword puzzle (1 page)

